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ABSTRACT

Using young adult literature from other countries in the classroom provides a common ground from which to build the tolerance and appreciation of cultural diversity so needed in today's world. By viewing books from other countries as artifacts of culture, it is possible to learn about other lands and their peoples. It is also possible to understand more fully the nature of adolescence and to experience the complexities of that developmental stage, and, at the same time, to meet individuals who are unique but who, nevertheless, have a great deal to say to readers about how to live. Commonalities of adolescent developmental tasks and concerns that arise during the move into adulthood, e.g., concerns about school, career, health, physical development, personal self, and social self, are readily apparent and can be used to cross cultural boundaries. These similarities of concern and experience among young adults from varied backgrounds may help our students, as they read about their peers from other countries, develop a tolerance and appreciation for those whose cultural trappings and day-to-day behaviors set them apart. (An annotated bibliography of 35 applicable books available in translation is attached.) (KEH)

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Using Young Adult Literature as Artifact to Gain Insight about the Adolescent Experience in Other Cultures

As our classrooms become increasingly populated with recent immigrants from other cultures, it becomes ever more important that teachers and their students search for means of understanding and then connecting with newcomers to this country. The universalities of childhood and adolescent experiences and the differences in those experiences which result from the cultural context in which the adolescent moves toward adulthood is one such common theme open to discussion by all of those in the classroom. Donelson and Nilsen point out that through reading good literature, the uniqueness of the individual can be celebrated while the commonalities of experiences which cross cultural boundaries can be explored (1980, p. 403). They also note that good literature written for and about adolescents is an especially valuable tool because the characters are immediately accessible to younger readers due to the similarities of age and experience between the reader and those who populate the books.

Because of my interest in the value of young adult literature as a teaching tool, I am excited that the concept of young adult literature is taking hold in other countries; for instance, "blue jeans fiction," a genre of young adult literature is now developing in Yugoslavia (Pribic, 1983), there is a "new Nigerian youth literature" (Osa, 1986), and even a canon of "Caribbean bildungsroman" (Finch, 1984.) I have been intrigued to discover

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as I read young adult novels from other countries that many of the developmental tasks and concerns, for example those identified by researchers and theorists such as Havinghurst or Erikson, identified as common to the adolescent experience in the U.S. seem equally important to adolescents from other lands. And, I have been pleased with the response of students who read these works and exclaim, "The Russians (Japanese, French, Germans, Africans) are just like us!" Using young adult literature from other countries in our classrooms, then, should provide a common ground from which to build the tolerance and appreciation of cultural diversity so needed in our world today.

One purpose of this article is to review the commonalities of adolescent developmental tasks and concerns which appear, from my reading of young adult literature written for and about adolescents in other countries, to cross cultural boundaries. I have used Violato and Holden's categorization of such tasks, which include 1) school and career concerns; 2) concerns about health and physical development; 3) concerns related to the development of a personal self; and 4) concerns related to the development of how the personal self fits into a larger society (1988). These authors have synthesized the research on adolescents' struggles to move into adulthood while also reviewing the limited cross-cultural studies of these tasks. I will provide an annotated bibliography of some of the more intriguing books I have managed to find and read, books which <u>are</u> available in translation, as I have pursued my new interest.

WHAT ARE THE IMPORTANT CONCERNS OF YOUNG ADULTS WHICH ARE SHARED BY ADOLESCENTS IN THE UNITED STATES WITH THEIR PEERS IN OTHER COUNTRIES?

1. School and Career Concerns

Several researchers have documented that concerns about future schooling and career rank very highly among adolescents from the United States (Abel and Gingles, 1968), from Australia (Nicholson and Antill, 1981) and from Canada (Bibby and Posterski, 1985). Novels for adolescents from non-English speaking countries reveal a similar level of concern about these issues among young adults from other cultures.

In The Silver Crest: My Russian Boyhood, Chukovsky details the importance of a good education for success in the Russian society, while also describing the problems involved in creating a future for oneself if the individual comes from an underprivilaged class. Conton's The African tells the story of Kisimi, who moves upward in society as a result of his scholastic endeavors, which win him a scholarship. As he pursues his studies, he must make important decisions about how to use his gifts, and he decides he can make a contribution to his country as a politician. Totto-Chan: The Little Girl in the Window provides insight into the significance of schooling in the Japanese society. Totto-Chan is a divergent thinker and, as such, has a great deal of difficulty finding a place in traditional Japanese classrooms. She is "saved" when her mother finds an alternative environment, and the tension mounts as they

must determine what to do when that school is no longer available to Totto-Chan. And, The River Sumida captures the confusion of Chokichi as he seeks to decide what the future holds for him. Will he follow the path to the university outlined for him by his mother, or will he follow his heart and become an actor? Once he makes a decision, what will the consequences be for his well-being, both emotionally and physically? Christopher is almost a German twin of the Japanese Chokichi, except that he finds the tensions involved in making such decisions about the future so intense that he decides life is not worth living in Who Killed Christopher.

In all of these works, the young adult wrestles with issues of identity, of separating the self from societal and parental expectations, as he or she engages in a quest for a meaningful educational future or career.

2. Health and Physical Development Concerns

Concerns about general health, including height and weight, trouble adolescents a great deal (Bibby and Posterski, 1985; Nicholsen and Antill, 1981). Also, young adults are anxious about their physical development (Collins and Harper, 1974), and they wrestle with issues related to smoking and drug and alcohol use both from the standpoint of health as well as from that of "fitting in" (Eme, et al, 1979).

Some evidence that these concerns are cross-cultural in nature was found through a comparative survey on smoking behavior among youth from China and the U.S., (Chen and Windler, 1986), but again,

it is through reading young adult literature from other countries that our young people could best gain an appreciation for the similarities of concern which they share with peers from other lands. Any middle school student who has read Blume's Are You There God? It's Me, Margaret and who has identified with Margaret as she tries to figure out what her twelve year old body is doing would also appreciate the Russian Shadows Across the Sun by Likhanov. Fedya, the main character, is at that age when his body is growing and maturing, leaving him feeling gangly and awkward inside it. Also, he feels the first stirrings of sexuality as he becomes friends with Lena. Lena, too, is coping with the awkwardness inherent in puberty, but her situation is complicated by the fact that she is wheel-chair bound, a result of polio. Likhanov's book is a tender and gently humorous account of this developing friendship, much of which centers about the efforts of these two characters to feel good about themselves physically.

The Nigerian Aku-nna, in The Bride Price, loses her father at age thirteen.

Her selfish uncle adopts her, viewing her as an object to be sold for enough money to allow him to become Ibo chief. Aku-nna's mother gradually becomes a part of the uncle's household, leaving Aku-nna feeling lost and lonely. Starved for affection and lacking all concept of self worth, Aku-nna falls in love with the descendent of a slave and at age fifteen, she elopes with Chike. Young people around the world will be able to identify with the feelings of longing, of insecurity as a physical and emotional being, and of

isolation expressed in The Bride Price.

Shell, in Green Days by the River, is also fifteen when he must contend with changes in his family situation compounded by his developing feelings of sexuality, which confuse and trouble him. His confusion in the face of awakening sensations of physical desire can easily be compared to those of Pennington, the lower-class British hero in Pennington's Seventeenth Summer or to the Russian Dima, whose dedication to the clarinet suddenly must take a back seat to his interest in a young woman as portrayed in My Brother Plays the Clarinet. And, Boissard, in the French A Matter of Feeling, beautifully captures the same feelings from the female point of view as she describes Pauline's experiences with first love.

While the issue of adapting to a changing body and to the resulting passions and stirrings of longing brought about by puberty is not the central theme in any of these works, it is a major factor which contributes to the confusion of the main characters. As they seek to come to terms with their adult bodies, they find themselves making moral and ethical decisions about who they are in a larger sense. Because adolescents in this country are so concerned with physical appearance, they will easily relate to the characters in these books who are dealing with similar feelings of awkwardness - and with related issues of how to act out masculine and feminine roles.

3. Personal Self Concerns

Erikson (1959) identified the major task of adolesence as that of developing a clear sense of self-definition and integrity, which he termed "identity." Other theorists have noted that adolescents express concern about identity in two ways, one of which involves the development of a private self through the struggle to answer questions such as "Who am I?" or "What is the meaning of life?" The second aspect of the search for identity involves the definition of the self in the public sphere through the struggle to determine how the self should relate to friends, co-workers, team mates, or members of the opposite sex (Violato and Holden, 1988). Judging from the literature for young adults from other countries which I have been able to read, the "Who am I?" question is one of great importance to adolescents from many different cultures.

There are both light-hearted and serious approaches to the identity issue. Both of the novellas in My Brother Plays the Clarinet show young protagonists trying to determine a personal identity separate from that of their parents' - or from their parents' expectations for them. The tone of these works, however, is light and affectionate; the reader's emotions are treated gently, as are those of the characters, yet the message is clear to all - at some point in one's life, as happens to both Zhenya and then to Sergei, there is no one to whom to turn to solve a problem, and in facing that problem alone, the individual goes a long way towards growing up.

Another example of a gentle treatment of the search for identity theme would be the love story set in Scotland which Arundel

unfolds in Emma in Love. Emma, living alone for the first time, struggling to maintain her academic standards, is somewhat distracted by her deepening relationship with her boyfriend. When she goes home with him for the weekend to visit his parents, however, she begins to question whether or not she can remain true to herself and still be involved with him. His expectations mirror those of his father; they tend to assume that the mother will wait on them, that they will determine in what activity they will engage, and that the women will accept without argument their decisions. Most young women can relate to the dilemma facing Emma. Should she give in to her boyfriend's vision and thus give up her professional goals and her growing sense of individual identity for the sake of the security of the relationship? Or, should she take the risk of continuing to pursue her studies and hope to find someone who will encourage her to reach or potential? The theme remains a timely one, but the story is told humorously.

In Balloon Top, however, the same theme is treated much more seriously, and Kana's quest to determine who she is becomes complicated by conflicts between her traditional Japanese family values and her sense of the world as seen through the political uprisings of the 1960's, as well as by conflicts between her desire for others to tell her who to be and her frustration at not being allowed to determine this by herself. Albery opens the novel when Kana is a little girl, describing her view of her mother as all-powerful and all knowing. The family faces severe hardship during World War II, one result of which is that Kana develops a sense of

insecurity about the future which pushes her to excell, never to take chances, and to do what she is told. As she matures, these feelings lead her to become the best student in whatever school she enrolls while never questioning the wisdom of her parents' choices. At the same time, she is always painfully aware that, as the first born child, she somehow failed the family by not being a boy, by not being the heir for which every father prays. Thus, she has no clear sense of what her future should hold. She, as female, certainly cannot expect to take over her father's business; the traditional life for her would be to marry a young man selected by her family as someone deserving of inheriting the family firm. However, growing up in a changing political climate, she is bright enough to feel uncomfortable with this prescribed view. She thus works to win herself a position at the most prestigious of schools, Tokyo University, and when she is accepted, leaves her family for three years of constant strain as she seeks to balance the conflicting expectations and pressures. Kana has trouble throughout the novel thinking an issue through to its logical conclusion and has difficulty acting upon her ideals. As one of her friends tells her, "You may cry your heart out and may even compose an ode after reading Les Miserables, . . . but if I ask you to come with me on Sundays to visit old people's homes and orphanages, you tell me you are going to the Takarazuka Girl's Revue" (p. 93). She experiments with political activism, with the theatre, with various kinds of relationships with young men, and she even seeks answers through a sexual encounter to the question of what it means to be a liberated

female. The book is not easy to read; it is not easy to summarize. The characters and the setting in which they are growing and changing are complex, and the novel does not end with any definite solutions for Kana. But, the end is hopeful. Kana promises her father "never to attempt to be someone other than yourself, a great pitfall of the impressionistic young" (p. 111). Balloon Top is, because of the realism and the complexities of the issues with which Abury deals, an outstanding portrait of the confusion and search for answers experienced by young adults.

Bykov's Pack of Wolves provides another example of the fact that the quest for identity is common to young people of many nationalities. Levchuk, the main character, is a young man, no longer an adolescent, when the novel opens. He is engaged in fighting with the Russian army during World War II, and it becomes clear quickly that he has very little real conviction about the struggle in which he finds himself. He is, basically, a self serving, selfish young man - until he is left the sole survivor of a major skirmish, in charge of the infant born to a female collaborator who disappears during the fight. As he struggles to find shelter and then permanent safety for the infant Victor, he questions for the first time the meaning of his life, and he takes a long, hard look at himself and his motivations as he cares for the child. As the novel ends, he finds the child, now grown to adulthood, and reflects on his own purpose in life as someone who took responsibility for the life of another. Except for the fact that the characters drink vodka, are located in Russia, and eat more

potatoes than most U.S. readers would do, this book could easily be about an American young man forced to question the reason for his being.

In each of Howker's stories in the collection Badger on the Barge, the main character is a young person living in Britain whose sense of self and identity is deepened or enlightened as a result of an encounter with an older person. For instance, in the title story, Helen, the younger daughter of a couple who has pinned its hopes for moving up the social scale on the success of her brother Peter, has lived in his shadow for years. Then suddenly Peter dies in an accident. Her parents seem not to realize she exists, and their attitude affects her own view of herself. When she meets Miss Brady, she learns about the need to develop convictions, to go against authority if need be in order to stand by those convictions, and then can accept her parents more readily as they are. Helen realizes she will be the one to leave the safety of her known world and to "make it" in a social world about which her parents have only dreamed; as she discovers and uncovers her ambitions and potential, she becomes free to be herself with her parents and even helps them to begin to heal after Peter's death. These are well-written stories, filled with poetic language and intriguing, unusual older people and with young adults who are not afraid to grow and learn about themselves as they try to determine an answer to the question, "Who am I?"

4. Social Self Concerns

Issues related to discovering a sense of self in the social

meaning of the word focus on characteristics and relationships that are more observable than those related to the personal self (Violato and Holden, 1988). Factors such as personal appearance, relatioships with friends, social and athletic activities, and jobs and the stress and relationships associated with them figure into young adults' efforts to determine the answer to the questions of "Who am I - as I interact with the world? How am I perceived by others?" Obviously, this category intertwines and overlaps with the others; for example as adolescents seek to determine their values, they often then act on these values in a social context, receive feedback from their peers and adults, and then reflect again on their values based on that response. Or, as the main character in The River Sumida attempts to decide what his career path should be, he seeks advice and counsel from those important to him socially. Thus, almost any of the books discussed so far can provide insight into the significance of social concerns to adolescents.

However, by examining novels from different cultures it becomes apparent that not only do the kind of concerns related to the development of the social self cross cultural boundaries, but so do strategies for dealing with those concerns. In Balloon Top, Kana depends on others to tell her how to dress, how to speak, how to act; it is when the advice of her mother or aunt conflicts with that received from her peers, or when her parents' conception of her future contradicts that of her friends', that she begins wrestling with the inner, and larger, question of "Who am I?"

Similarly, in My Mate Shofig, Needle tells the story of

Bernard who only starts to think about his prejudices and value system when he reluctantly, almost accidentally, befriends a Pakastani boy. His defense of Shofiq are not acceptable to his British friends, and so at first, he tries to ignore the Pakistani, yet he enjoys playing with Shofiq, admires Shofiq's skill in activities such as physical games, and struggles throughout the book to reconcile these contradictory feelings.

In The Games Were Coming the reader sees how answers to questions of identity and values are pursued in the context of athletics. As Leon becomes obsessed with training for a great bicycle race, he must confront how this obsession affects his relationship with Sylvia - and she must think about how much cycling defines Leon and whether she can accept that definition or should move into another relationship. Pennington's Seventeenth Summer and Who Killed Christopher? also illustrate how a young man's choice of leisure time activity, whether music or fighting or playing pranks or just "hanging out" with friends helps him define himself - and, ultimately, give him the information he needs to begin developing a set of personal values.

Perhaps the British novel Witchweek, by Diana Wynn Jones, most clearly illustrates the significance of the social context to a young person struggling to develop a clear sense of self. This fantasy involves parallel worlds. In one world, witches with supernatural talents but ordinary appearances exist, although there are laws against their existence, as well as laws about helping them to maintain their existence. Prejudice runs high, and the

consequences are extreme for witches who are uncovered. Thus, when a teacher receives an anonymous note stating, "There's a witch in this class," action must be taken. As the young witches (it turns out that there are more than one) discover who they are, discover the extent of the feeling against them, and seek to find shelter, they, and the reader, are forced to confront the issue of fitting in. Just how different is it possible to be, in looks and behavior, before being perceived as dangerous rather than merely eccentric? Just how far can and should society go in telling its members how to look, feel, and act? Although this book is written in a hopeful key and is, in fact, a fantasy, the issues it raises are very serious ones of significance to young adults in many cultures.

WHAT ARE THE IMPLICATIONS FOR TEACHERS AND READERS OF DETERMINING THAT COMMON CONCERNS DO EXIST AMONG ADOLESCENTS IN MANY CULTURES?

After reading Shadows across the Sun, a Russian young adult novel, an 8th grader said, "If Fedya and Lena were called Jack and Jill I wouldn't have known this was a Russian book." In fact, that assessment is not quite true. The setting, the food, the clothing, the influence of the government on day to day life, the treatment of the handicapped - all are quite different from a typical Judy Blume book. What this student seems to tell us as teachers is that he is willing to see the commonalities rather than the differences. These are similarities of concern and experience among young adults from varied backgrounds which may help our students, as they read about their peers from other countries, develop a tolerance and

appreciation for those whose cultural trappings and day to day behaviors set them apart. As I read these books, I was struck again and again by how much the similarities seemed to outweigh the differences.

Also, I was struck by the difficulty in separating the concerns of young adults into distinct categories. The growing awareness that the books all wanted to fit into each section made me question the value of such categorization. And, it served to help me appreciate, as a teacher of adolescents and of future teachers of adolescents, just how complex is that stage of development called young adulthood.

CONCLUSION

By looking at young adult literature from other countries as artifacts of culture, it is possible to learn about other lands and their peoples, to understand more fully the nature of adolescence and to experience the complexities of that developmental stage, and, at the same time, to meet individuals who are unique but who, nevertheless, have a great deal to say to us as readers about how to live. As Osa (1983) notes, "Research into the fundamental uniformity or difference in adolescent development in various societies, especially in literature, is rare, but worthwhile." My hope is that by reading such literature we can help the "shadows across the sun" caused by lack of understanding and appreciation of others to dissipate and so lay the foundation for a more tolerant and peaceful world.

Achebe, Chinua. Things Fall Apart. Portsmouth, NH: Heinemann, 1988. (African Writers Series)

(Nigerian - novel - Although not written specifically for adolescents, this work appeals to mature young adults because they can relate to the themes of the dangers of pride and of the feeling of isolation which develops when a young man is caught between two worlds.)

Albery, Nobuku. Balloon Top. New York: Pantheon, 1978.

(Japanese - novel - A coming of age story which follows Kana from her childhood awe of her parents through her ambivalent first experiences with politics and love.)

Aleskin, Anatolii. My Brother Plays the Clarinet. New York: Henry Walck, 1975.

(Russian - novellas - In the first, Dima's sister has decided to devote her life to helping to make him a famous musician; Dima thwarts her efforts by falling in love. In the second, Sergei learns the responsibilities involved in "taming" or loving someone as he also wrestles with his identity within his family.)

Anthony, Michael. The Games Were Coming. Portsmouth, NH: Heinemann, 1985. (Caribbean Writers Series)

(Caribbean - novel - Set in Marabella, Trinidad, this book is

for older readers. Sylvia and Leon, both young adults in their twenties, find themselves acting in ways they would never have predicted as a result of Leon's obsession with training for the great bicycle race in Trinidad's Southern Games. This is a story of passion, obsession, and love, which provides useful insights as well into the confusions of Trinidad as a young country.)

Anthony, Michael. Green Days by the River. Portsmouth, NH: Heinemann, 1987. (Caribbean Writers Series)

(Caribbean - novel - Anthony does a superb job of mirroring the West Indian reality as it appears to a young man growing up in Pierre Hill, an inland village bordering on the "bush." A year in the life of fifteen year old Shell is presented during which Shell must deal with the terminal illness of his father, his developing feelings of sexuality, and the demands of the adult world as he seeks to determine who he is and how he will develop his own sense of masculinity and values to guide him as he moves into adulthood.)

Anthony, Michael. The Year in San Fernando. Portsmouth, NH: Heinemann, 1985. (Caribbean Writers Series)

(Caribbean - novel - Anthony chronicles one year in the life of twelve year old Francis who leaves his native village for the city, where he goes to school and works as the companion of an elderly woman. The story is based on Anthony's own

similar experiences from Christmas, 1943 to Christmas, 1944.)

Arundel, Honor. Emma in Love. New York: Elsevier-Nelson, 1972.

(British - novel - While Emma is in Glasgow studying for her O-levels, she falls in love for the first time and has to think about whether she will accept traditional male and female roles.)

Boissard, Janine. A Matter of Feeling. trans. Mary Feely. Toronto: Little, Brown and Co., 1977.

(French - novel - Pauline, the narrator and main character, is seventeen. She has three sisters: Claire, 21; Bernadette, 19, and Cecile, 12. They live with their father, a doctor, and their contented housewife mother. Boissard tells the story of a winter and spring in their lives, a time during which Pauline comes of age as she learns about love and death, about the importance of family and friends, and about the importance of making personal choices based on an understanding of the implications of one's actions for others' lives.)

Bykov, Vasil. Pack of Wolves. trans. Lynn Solataroff. Crowell, 1981.

(Russian - novel - In the midst of WWII, Levchuk experiences the sense of being responsible for others and works to save the lives of his comrades and of the baby Victor.)

Chukovsky, Kornei. The Silver Crest: My Russian Boyhood. trans. Beatrice Stillman. New York: Holt, Rinehart and Winston, 1976.

(Russian - fictionalized autobiography - Chukovsky provides vivid scenes of daily life during the late nineteenth century as he tells his success story, one of being able to prosper in spite of the efforts of his society to keep him "down where he belongs.")

Conton, William. The African. Portsmouth, NH: Heinemann, 1982. (African Writers Series)

(West African - novel - Kisimi, from West African, achieves a scholarship which takes him to England for further study. There he meets and falls in love with a white woman from South Africa, Greta. However, their relationship is disrupted by a prejudice which shocks and somewhat embitters Kisimi, who then throws his energy into a brilliant political career. But, he cannot forget Greta, and sets out on a mission of revenge to South Africa - which ends differently than he had anticipated and which, in the end, provides a welcome sense of release from the emotions which had ruled him for so long.)

Dhondy, Farrukh. Come to Mecca. London: Collins/Armada, 1978.

(British - stories - These short stories are about the misunderstandings between people which result from cultural differences and the generation gap. Dhondy's characters are

Black, white, and Asian children from the poorer sections of London.)

Dhondy, Farrukh. (1985). Romance, Romance and The Bride. London: Faber and Faber.

(Indian - two plays - Dhondy captures the conflict of old world vrs. new world values as they cause conflict between members of different generations of Indians and Pakistanis now living in London. Issues addressed include the place of women in society, the importance of wealth, and the nature of the family.)

Djoleto, Amu. The Strange Man. Portsmouth, NH: Heinemann, 1968. (African Writers Series)

(Ghanaian - novel - Djoleto tells the story of Mensa, an old and respected member of the village community. Vivid descriptions of his boyhood at school, of his life as a civil servant, and of the problems in his family all contribute to the reader's sense of empathy for Mensa as he becomes a sick, and worried "strange" man.)

Dickinson, Peter. The Healer. New York: Delacorte, 1983.

(British - novel - An interesting story about faith and the gift of "healing," of exploitation, the friendship between Pinkie and Barry, and the self knowledge which Barry gains as a result of his experiences. Dickinson, like Cormier, pushes

the limits of fiction for adolescents.)

Edgell, Zee. Beka Lamb. Portsmouth, NH: Heinemann, 1987. (Caribbean Writers Series)

(Caribbean - novel - Edgell tells the story of a few months in the life of Beka and her family, who live in Belize. Using flashback, Beka's victory over her habit of lying is recounted, and interwoven through this tale are themes of politics in a small colony, the influences of a strong matriarchal society, and the importance of the Catholic church in the every day lives of ordinary people like Beka.)

Emecheta, Buchi. The Bride Price. New York: Braziller, 1976.

(Nigerian - novel - Young Aku-nna is presented as a member of one of the most underprivileged groups in Africa, that of women. Through her story, Emecheta points out the shortcomings of forced marriage. When she elopes with a wealthy boy, who is not considered worthy because one of his distant relatives was once a slave, Aku-nna pays a heavy price: she dies following the death of her child. Nevertheless, she declares herself to have been happy in making her decision to break with tradition. A quote: "It is so even today in Nigeria. When you have lost your father, you have lost your parents. Your mother is only a woman, and women are supposed to be boneless. A fatherless family is a family without a head, a family without a shelter, a family

without parents, in fact a non-existing family. Such traditions do not change very much.")

Ginsburg, Mirra. Ed. The Air of Mars and Other Stories of Time and Space. New York: Macmillan, 1976.

(Russian - science fiction stories - These tales, though science fiction, still offer insight into the Russian view of such concepts as the importance of empathy or the nature of the collective.)

Head, Bessie. Maru. Portsmouth, NH: Heinemann, 1988. (African Writers Series)

(South African - novel - Head tells the story of Margaret Cadmore who moves to a remote Botswanian village to teach. There, she experiences much racial prejudice, love and intrigue. Her presence divides the village, and both she and her fellow villagers must deal with issues of lonliness and conflicting values.)

Hodge, Merle. Crick Crack Monkey. Portsmouth, NH: Heinemann, 1987. (Caribbean Writers Series)

(Caribbean - novel - This is the story of Tee, whose father emigrates to England. There, she experiences discrimination both of color and class both in society and between two of her aunts. She must constantly evaluate her perceptions and feelings as a member of the black middle class, and the story

is realistic in that for Tee, there is no easy answer as to where she belongs.)

Howker, Jani. Badger on the Barge. New York: Greenwillow, 1984.

(British - short stories - In each of these short stories, a young person is helped to grow up as a result of an encounter with an unusual older person.)

Jones, Diana Wynne. Witchweek. New York: Greenwillow, 1982.

(British - fantasy novel - This is a school story at heart, but is also about prejudice and its destructiveness, and it's a fantasy as well, dealing with parallel worlds in which witchcraft is practiced.)

Kafu, Nagai. (pseudonym of Nagai Sokichi.) The River Sumida. In Kafu the Scribbler: The Life and Writings of Nagai Kafu by Edward Seidensticker. Standford: Standford University Press, 1965.

(Japanese - novella - The River Sumida reflects the Japanese aesthetic of using restrained language in giving impressions of Chokichi's childhood and developing awareness of the evanescent nature of beauty and of life itself.)

Kang, Younghill. The Grass Roof. In The Grass Roof and The Yalu Flows. New York: Norton, 1975.

(Korean - autobiography - Kang describes growing up in Korea

before the modern emphases on competition and science/technology developed. He views the past as utopian while yet recognizing the unstoppable nature of change: "The disease of civilization is upon us," he states.)

Korschrunow, Irina. Who Killed Christopher? New York: Collins, 1978.

(German - novel - A timely piece in which the best friend of the very gifted Christopher tries to determine in Christopher killed himself as a result of pressures from home and school or because of the overwhelming despair he felt in the face of the nuclear predicament and other seemingly unsolvable world problems.)

Kuroyanagi, Tetsuko. Totto-Chan: The Little Girl in the Window. trans. Dorothy Britton. New York: Kodansha International, 1981.

(Japanese - fictionalized autobiography - The reader learns a great deal about how difficult it is for the creative and divergent thinker to participate in Japanese society as well as about the wonderful teacher who runs his school with a philosophy similar to that of Summerhill.)

Lewis, Tom J. and Robert E. Jungman. Eds. On Being Foreign: The Culture Shock Experience in Short Fiction: An International Anthology. Yarmouth, ME: Intercultural Press, 1986.

(International - short fiction - While the stories in these

anthologies were not written specifically for adolescents, several of them are accessible to young adult readers and provide an introduction to other cultures through shorter works which might, because of their length, have more appeal to adolescents than novels.)

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(Korean - autobiography - Li deals with themes such as family life, old versus new regimes, the intimidation of Korea by other, more powerful, nations, and the conflict between scientific progress and humanitarian values. In general, the book suggests that one grows through dealing with conflict, provided the humanistic spirit can survive.)

Likhanov, Albert. Shadows across the Sun. trans. Richard Lourie. New York: Harper and Row, 1983.

(Russian - novel - Fedya and Lena grow into a deeper appreciation of why their parents act as they do while also learning to stand up for themselves as they fall in love for the first time.)

MacGibben, Jean. (1974). Hal. London: Heinemann.

(British - novel - an ill and nervous boy growing up in London is befriended by a young girl from the West Indies. Their relationship helps him regain his health and builds his

confidence.)

Mark, Jan. Handles. New York: Atheneum, 1985.

(British - novel - A realistic and gently humorous adolescent novel about Erica Timberly's discoveries about the importance of not only names but "handles," about developing friendship, and about how even the seemingly most insignificant aspects of live can be interesting if approached in the right way. Mark includes a glossary of British vocabulary which is interesting for the American reader.)

Needle, Jan. My Mate Shofig. London: Deutsch/Armada, 1978.

(British - novel - Bernard finds himself having to deal with prejudice and racism as a result of his reluctant friendship with a Pakistani boy.)

Ngugi. The River Between. Portsmouth, NH: Heinemann, 1988. (African Writers Series)

(African - novel - Waiyaki, a member of the Kikuyu, is torn between the ways of the old folk and their magic and strength and the teachings of new missionaries. Each side condemns his relationship with the other, and his ability to determine his identity is complicated by falling in love.)

Poluskin, Linevski. An Old Tale Carved out of Stone. trans. Maria

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(Russian - novel - Set in the stone age, the book opens as Liok is declared "Shaman" though he knows he has never seen a spirit. He survives troubled times through his cunning, coming of age and learning about the value of science over magic in the process.)

Peyton, K.M. Pennington's Seventeenth Summer. New York: Crowell, 1972.

(British - novel - Although an older work, Pennington still appeals to adolescents because he is an unusual hero, unorthodox in that he is not very articulate but is gifted in music and sports. Peyton describes him as he falls in love and learns to appreciate how his gifts may help him escape from the depressing family and social situation in which he has always felt trapped.)

Triggs, Pat and Judith Elkin, Eds. Books for Keeps Guide to Children's Books for a Multi-Cultural Society. Inquiries to Richard Hill, Books for Keeps, 1 Effingham Road, Lee, London SE12 8NZ.

(British - reference/bibliography - A useful series is their "My Belief" collection, including titles such as "I am a Sikh," "I am a Hindu," "I am a Moslem," "I am a Greek Orthodox," and "I am a Buddhist." In each, a child narrator speaks about his or her own religion in short statements followed by expansion by the author. Special occasions and

celebrations are described as well as every day behaviors.)

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4. Finch, The Caribbean Bildungsroman: Notes on a Culture.
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17. Osa, ""Adolescent Girls' Need for Love in Two Cultures."